



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

930 S Lazona, Mesa, AZ 85204

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Julianne Karen O'Shea
Schedule : 07:00 AM to 05:00 PM
Grades : Pre-K-6
Web Address :
Phone Number : (480) 472-6300
Fax Number : (480) 472-6310
E-mail : jkoshea@mpsaz.org

Mission

Lindbergh School exists to provide a quality education for its students. The goal of the curriculum is to create strong, healthy personal identities that enable our students to deal effectively with whatever they encounter throughout life.

School / Academic Goals

- ü Implement quality programs to develop skills in reading, language and math.
- ü Implement quality programs to develop competence in science and social studies.
- ü Implement programs to increase achievement in writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 718
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 118

Instructional Programs

- Ü On-site Special Education
- Ü Sheltered English Immersion
- Ü Special Education Preschool/Head Start
- Ü Renaissance--Accelerated Reader/Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Lindbergh School is responsible for providing its students a quality education within a safe and attractive school environment. All materials required for learning will be provided without cost.

Parents

We encourage parent support and collaboration. This begins with supporting good attendance and punctuality, provision of proper nutrition, rest and attire, and includes supervision of their progress and monitoring homework assignments.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Awarded Salt River Project Grant	2004
Ü Accelerated Reader Model Classroom	2004
Ü Honorable Mention in Kindergarten Writing Competition	2004
Ü Winner of District Battle of the Books competition	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	5547	80010	100	98	99	422	453	447	25	8	10	22	16	18	44	56	53	8	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2719	38935	100	98	99	420	452	447	26	8	9	22	17	19	46	56	55	6	19	17
Male	52	2828	40974	100	98	98	423	453	448	25	8	11	21	15	18	42	55	52	12	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	79	2182	34545	100	98	99	413	434	432	30	12	14	23	23	24	44	56	53	3	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	24	2783	35142	100	98	99	444	469	465	13	4	5	21	9	11	42	55	56	25	31	28
Students with Disabilities	15	645	10161	100	90	93	409	419	419	33	27	28	40	30	28	20	36	36	7	7	8
Students without Disabilities	91	4902	69849	100	99	100	424	457	451	24	5	7	19	14	17	48	58	56	9	22	19
Limited English Proficient Students	34	877	14013	97	97	97	391	415	413	53	20	24	18	33	34	29	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	91	3005	39029	99	97	98	418	437	432	27	11	14	22	22	25	45	57	52	5	10	9
Non-Economically Disadvantaged	15	2542	40981	100	99	100	443	472	462	13	4	6	20	9	13	40	54	54	27	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	5457	79438	98	97	98	431	457	451	18	7	9	29	21	24	44	60	56	9	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2686	38775	96	97	99	438	463	457	13	5	7	27	19	22	54	62	58	6	14	13
Male	52	2770	40560	100	96	97	423	452	446	23	8	12	31	23	25	35	58	54	12	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	77	2140	34297	97	96	98	420	437	434	22	11	14	32	31	31	40	54	50	5	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	24	2744	34887	100	97	98	459	475	471	8	3	4	21	13	15	54	65	63	17	19	18
Students with Disabilities	13	557	9588	87	77	88	424	420	416	23	24	30	23	32	32	46	38	34	8	5	5
Students without Disabilities	91	4900	69850	100	99	100	432	461	456	18	5	7	30	20	23	44	62	59	9	13	12
Limited English Proficient Students	34	846	13856	97	93	96	387	411	407	38	22	27	38	44	43	24	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	89	2946	38685	97	95	97	425	441	435	19	10	14	34	29	32	40	55	50	7	5	5
Non-Economically Disadvantaged	15	2511	40753	100	98	99	462	477	467	13	3	5	NA	12	16	67	65	62	20	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5524	79971	97	98	99	382	415	423	18	8	8	54	46	41	26	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2715	38974	98	98	99	396	429	437	13	5	5	55	40	33	32	53	57	NA	2	4
Male	50	2808	40895	96	97	98	367	402	410	24	11	10	54	53	47	20	35	41	2	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	76	2166	34481	96	97	99	373	399	410	22	12	10	54	53	46	24	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	24	2779	35150	100	98	99	396	429	437	8	5	5	58	41	35	33	52	56	NA	2	5
Students with Disabilities	15	645	10258	100	90	94	351	373	377	33	20	23	33	54	51	33	24	25	NA	1	1
Students without Disabilities	88	4879	69713	97	99	100	387	420	429	16	6	5	58	45	39	25	46	52	1	2	3
Limited English Proficient Students	31	865	13985	89	95	97	340	371	382	35	22	18	45	56	54	19	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	88	2986	38994	96	97	98	383	401	409	19	11	10	52	52	47	27	36	41	1	1	1
Non-Economically Disadvantaged	15	2538	40977	100	99	100	376	432	437	13	4	5	67	40	34	20	53	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	5739	80147	100	98	99	471	498	482	13	6	11	23	13	17	47	48	49	16	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2849	39281	100	99	99	473	498	483	10	5	9	30	13	17	43	49	50	18	33	24
Male	58	2889	40780	100	98	98	470	497	482	16	7	12	19	12	17	50	48	48	16	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	59	2106	33494	100	98	99	468	479	466	12	9	15	27	18	23	46	55	49	15	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	29	2998	36122	100	98	99	489	514	501	7	4	5	21	8	10	48	44	50	24	44	35
Students with Disabilities	19	657	10295	100	90	92	432	451	443	26	25	33	37	27	26	37	38	33	NA	10	8
Students without Disabilities	79	5082	69852	100	99	100	480	503	488	10	4	7	20	11	16	49	50	51	20	35	26
Limited English Proficient Students	18	640	12722	100	96	97	446	449	441	22	19	27	33	31	33	39	45	37	6	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	78	2944	38371	100	97	97	464	480	465	15	9	15	24	18	23	50	52	49	10	20	13
Non-Economically Disadvantaged	20	2795	41776	100	99	100	502	516	498	5	3	6	20	7	11	35	45	49	40	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5655	79686	90	97	98	461	478	470	14	7	11	28	21	24	55	61	57	3	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2823	39163	98	98	99	459	482	475	10	6	9	38	19	22	49	63	60	3	12	10
Male	49	2831	40438	84	96	97	463	474	465	16	9	13	20	22	25	59	60	54	4	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	54	2071	33299	92	96	98	456	458	452	13	12	17	35	30	32	52	54	47	NA	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	26	2959	35914	90	97	98	484	495	489	8	3	5	19	13	15	62	67	67	12	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	79	5084	69878	100	99	100	463	482	475	14	5	8	27	19	23	56	64	61	4	12	9
Limited English Proficient Students	16	617	12594	89	93	96	433	425	422	31	31	34	38	46	45	31	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	70	2879	38095	90	95	97	456	462	452	16	11	17	29	29	32	54	55	48	1	5	3
Non-Economically Disadvantaged	18	2776	41591	90	98	99	484	495	486	6	3	6	28	13	16	56	67	65	11	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	5728	80372	97	98	99	454	476	475	8	3	4	37	31	30	55	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2841	39452	100	99	99	474	487	488	5	2	3	25	22	22	70	73	72	NA	3	3
Male	55	2887	40836	95	98	98	440	464	464	11	4	6	45	39	37	44	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	58	2102	33608	98	98	99	453	460	462	10	6	6	34	38	36	55	55	57	NA	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	29	2995	36213	100	98	99	460	487	489	3	2	2	41	24	22	55	72	72	NA	3	3
Students with Disabilities	16	651	10526	84	89	94	372	428	427	31	13	15	50	53	53	19	32	31	NA	2	1
Students without Disabilities	79	5077	69846	100	99	100	470	481	482	4	2	3	34	28	26	62	68	69	NA	2	2
Limited English Proficient Students	18	637	12747	100	96	97	413	421	432	22	16	12	56	52	52	22	32	36	NA	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	75	2941	38521	96	97	98	450	462	461	9	5	6	39	38	38	52	56	55	NA	1	1
Non-Economically Disadvantaged	20	2787	41851	100	99	100	469	491	489	5	1	3	30	23	22	65	73	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5603	79306	100	98	99	502	518	504	13	9	13	17	15	20	52	50	49	18	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2724	38845	100	98	99	513	518	505	5	8	11	16	16	20	59	51	50	19	26	18
Male	46	2879	40383	100	97	98	493	517	504	20	10	14	17	14	19	46	50	47	17	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	61	2000	32673	100	98	99	508	496	487	7	14	18	18	22	25	57	52	46	18	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	19	2974	36234	100	98	99	479	535	523	37	4	6	11	9	13	37	49	52	16	37	28
Students with Disabilities	11	622	10286	100	87	91	432	469	462	73	32	41	9	27	27	18	34	27	NA	7	5
Students without Disabilities	72	4981	69020	100	99	100	513	523	510	4	6	9	18	14	18	57	52	52	21	28	21
Limited English Proficient Students	18	601	10291	100	95	96	473	462	458	17	34	38	33	33	34	44	31	26	6	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	71	2874	37437	100	97	97	500	499	486	13	13	19	20	21	26	51	51	46	17	14	9
Non-Economically Disadvantaged	12	2729	41869	100	98	100	512	538	521	17	4	7	NA	9	14	58	49	51	25	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	5547	79000	95	97	98	483	496	489	6	7	10	29	20	24	61	62	58	4	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2710	38774	100	98	99	489	501	494	NA	5	7	30	19	22	68	63	61	3	12	10
Male	42	2837	40150	91	96	98	478	492	485	12	9	12	29	21	25	55	61	55	5	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	59	1963	32508	97	96	98	486	476	472	2	12	15	31	31	33	64	53	49	3	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	17	2962	36135	89	97	98	471	513	508	18	3	4	29	12	14	47	69	67	6	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	70	4978	69009	97	99	100	490	500	495	3	5	6	24	19	22	69	65	62	4	12	10
Limited English Proficient Students	16	573	10199	89	91	95	453	441	439	6	33	35	69	46	47	25	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	69	2829	37234	97	96	97	480	478	472	7	11	15	29	29	33	61	55	50	3	4	3
Non-Economically Disadvantaged	10	2718	41766	83	98	99	NA	515	505	NA	2	5	NA	11	16	NA	69	65	NA	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5609	79611	94	98	99	500	490	496	6	7	7	33	43	37	60	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2732	39016	97	98	99	526	505	511	NA	4	4	19	34	29	81	61	66	NA	1	1
Male	42	2877	40519	91	97	98	477	476	482	12	9	10	45	51	44	43	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	58	2001	32855	95	98	99	511	470	481	2	11	10	33	51	43	66	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	17	2984	36380	89	98	99	461	504	511	24	4	4	35	36	30	41	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	69	4970	68947	96	99	100	513	496	504	1	5	4	30	41	34	68	54	61	NA	0	1
Limited English Proficient Students	15	599	10362	83	95	97	474	415	438	7	30	22	60	56	57	33	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	68	2874	37626	96	97	98	497	472	479	6	10	10	37	51	45	57	38	45	NA	1	0
Non-Economically Disadvantaged	10	2735	41985	83	99	100	NA	508	511	NA	3	4	NA	34	30	NA	63	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5505	79327	97	98	98	510	531	518	20	12	19	22	16	20	46	50	46	12	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2626	38961	100	98	98	503	532	520	17	11	16	26	17	20	51	51	48	6	21	16
Male	55	2875	40295	95	98	97	513	531	516	22	13	21	20	16	19	42	48	44	16	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	53	1926	32327	96	98	98	500	510	499	25	18	27	26	23	25	43	49	41	6	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	28	2984	36373	100	99	98	531	549	538	7	7	10	14	11	14	57	51	52	21	31	25
Students with Disabilities	12	587	9321	92	89	87	449	473	467	67	44	54	17	23	22	17	27	21	NA	5	3
Students without Disabilities	78	4918	70006	98	99	100	519	537	524	13	8	14	23	15	19	50	53	49	14	24	18
Limited English Proficient Students	17	525	9431	94	95	95	462	475	466	47	40	53	41	30	27	12	29	18	NA	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	65	2687	37097	96	97	97	503	511	498	23	18	27	23	21	25	46	49	41	8	11	7
Non-Economically Disadvantaged	25	2818	42230	100	99	99	527	550	535	12	6	11	20	11	15	44	50	50	24	32	24

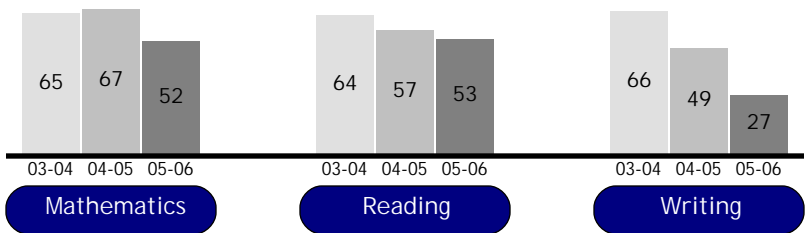
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5447	79501	95	97	98	489	506	497	10	6	10	28	20	25	60	68	60	1	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2606	39062	97	98	99	484	510	502	15	5	8	29	19	23	56	70	64	NA	6	5
Male	54	2837	40368	93	97	98	491	503	491	7	8	13	28	22	27	63	66	57	2	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	51	1887	32389	93	96	98	479	488	478	14	10	16	33	31	34	53	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	28	2973	36446	100	98	99	512	521	516	NA	4	4	14	12	15	82	76	73	4	8	7
Students with Disabilities	10	532	9411	77	80	88	NA	461	453	NA	28	36	NA	34	36	NA	34	26	NA	4	1
Students without Disabilities	78	4915	70090	98	99	100	492	510	502	6	4	7	29	19	24	63	72	65	1	6	5
Limited English Proficient Students	16	496	9401	89	90	94	442	450	443	38	28	40	63	51	46	NA	20	14	NA	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	63	2646	37183	93	96	97	481	489	479	14	10	16	33	29	34	51	59	49	2	2	1
Non-Economically Disadvantaged	25	2801	42318	100	98	99	507	522	513	NA	3	5	16	12	17	84	76	70	NA	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5492	80000	96	98	99	549	565	564	4	3	3	13	10	11	78	77	75	4	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2626	39288	97	98	99	563	580	579	3	2	2	12	5	6	76	78	77	9	15	16
Male	55	2862	40644	95	97	98	541	552	549	5	4	4	15	14	15	78	76	74	2	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	52	1917	32672	95	97	99	550	548	548	2	4	4	19	13	14	77	77	76	2	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	28	2977	36602	100	98	99	566	578	579	NA	2	2	7	8	7	86	77	75	7	14	16
Students with Disabilities	10	585	9919	77	88	93	NA	497	505	NA	11	9	NA	34	35	NA	51	54	NA	5	2
Students without Disabilities	79	4907	70081	99	99	100	563	572	571	1	2	2	10	7	7	84	80	79	5	11	12
Limited English Proficient Students	16	517	9571	89	93	96	510	490	502	6	14	10	38	29	29	56	56	60	NA	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	64	2675	37534	94	97	98	542	547	547	6	4	4	17	14	15	72	77	76	5	5	5
Non-Economically Disadvantaged	25	2817	42466	100	99	100	569	582	578	NA	1	2	4	7	7	92	77	75	4	15	16

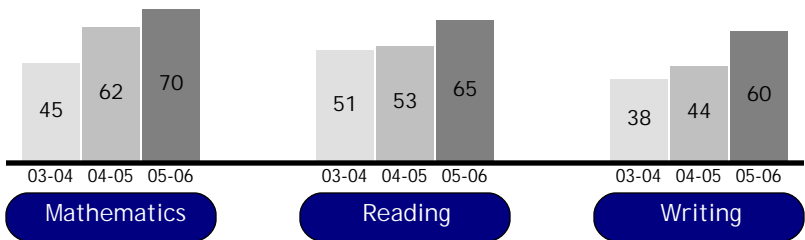
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	47	NA	58	99	36	50	47	95	46	50	46
	Language	94	31	53	50	99	35	49	47	95	43	50	48
	Mathematics	96	61	71	64	99	42	54	50	99	43	56	52
3	Reading	100	41	NA	55	99	36	50	44	96	34	52	46
	Language	100	49	63	61	99	36	49	44	98	34	48	46
	Mathematics	98	56	66	61	99	42	55	51	98	34	56	52
4	Reading	98	47	NA	56	98	43	52	48	90	41	58	52
	Language	100	42	55	52	98	42	52	49	97	39	58	52
	Mathematics	100	52	68	61	99	54	59	53	100	48	67	58
5	Reading	100	50	NA	55	100	46	55	50	98	50	61	56
	Language	100	47	55	49	100	42	55	50	98	48	59	54
	Mathematics	99	56	71	63	100	43	54	49	100	50	59	52
6	Reading	96	50	NA	56	99	50	58	51	96	56	63	56
	Language	99	38	55	48	99	47	54	47	96	44	58	50
	Mathematics	97	59	76	66	99	54	62	52	98	56	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Community Development
- Ü Homework
- Ü Discipline
- Ü Attendance
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	5.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	2	3	0	0
7 to 9 years	1	4	0	0
10 or more years	1	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü One Computer Lab
- Ü Aesthetically Pleasing Campus
- Ü Science Room
- Ü Extracurricular Club Room

Extracurricular Activities

- Ü Journalism Club
- Ü Student Council
- Ü Before School Tutoring
- Ü After School Tutoring
- Ü Trendsetters
- Ü Guitar Club

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Of the Quality Service Surveys returned by parents 92% rated Lindbergh at either an A or B.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Lindbergh's Discipline Program is only one component of a Schoolwide Plan which fosters appreciation of diversity and cultivates an environment of inclusion for all to feel welcome and comfortable.

Even with our self-contained programs for Emotionally Disordered and Behavior Problem students our suspension rate and number of police interventions is very low.

On surveys our students state that they feel very safe at school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Julianne O'Shea	(480) 472-6300
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Julianne O'Shea	(480) 472-6323
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Juliane O'Shea	(480) 472-6319
Student Health/Nurse	Julie Hull	(480) 472-6321

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.